**If You’re Not from the Prairie**

**Integrating Multi Curriculums Grade 4**

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**A photo taken on one of my** **many driving mornings.**

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**In my backyard area.**

**This unit integrates ELA and Arts Ed Outcomes in the hopes of the students being able to show what they know through the use of the text, “If You’re Not From the Prairie”.**

**ELA Outcomes**

**Outcome: CC4.2**

Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.

**Outcome: CR4.1**

Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: identity (e.g., Expressing Myself) community (e.g., Building Community) social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences

**Outcome: CR4.4**

Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada).

**Outcome: CC4.1**

Compose and create a range of visual, multimedia, oral, and written texts that explore: identity) community, social responsibility through personal experiences and inquiry.

**Outcome: CC4.3**

Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.

**Arts Ed Outcomes**

**Outcome: CP4.3**

Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration

**Outcome: CP4.5**

Demonstrate increased skills and abilities in the use of voice and instruments (traditional and/or homemade) and develop compositions using Saskatchewan as inspiration.

**Outcome: CP4.7**

Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan

**Outcome: CP4.5 (maybe a stretch…)**

Demonstrate increased skills and abilities **in the use of voice** and instruments (traditional and/or homemade) and develop compositions using Saskatchewan as inspiration. f.Experiment with sounds and music concepts to express ideas derived from Saskatchewan sources such as local stories, poems, visual art works, photos, land and geography, observations, and current or historical events.

**Outcome: CP4.2**

Express ideas using the elements of dance including: actions ◦body (body parts leading movements)◦dynamics (duration, speed, and force continuum)◦relationships (alone, partner, small groups)◦space (asymmetrical and symmetrical shapes, creating and recalling pathways).

1. C:\Users\danielle.jamieson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\P5PC3WLX\MC900446010[1].wmfDiscuss with the class what they know and understand about poetry. How can poems be the same? How can they be different? (stanzas, rhyme pattern, theme, and mood) Clarify and share resources and samples of various poems, songs.
2. Opening activity: Give students the line “If You’re Not From the Prairie”…. In partners, have students generate a list of things that are unique to Saskatchewan. Encourage them to think of something the other groups will not have on their lists. Post these lists. After reading “If You’re Not From the Prairie”, compare the student-generated lists to the ideas mentioned in the poem. Check off how many student ideas were included in the poem. (Could make it a competition, depending on the class, and have a ‘Saskatechewan’prize for the pair of students with the most ideas included in the poem)
3. Share the text, “If You’re Not From the Prairie” aloud with the students. Have them listen for details from the text that illustrate description, rhyme, rhythm, mood or tone, connections. Once the reading is done, ask students about the details, connections, rhyming, which they heard as the text was being read. Ask the students: “What questions did you have as you listened to the text being read?” “What connections did you have?” Post the questions. Share these orally with an~~d~~ elbow partner. Share with whole group if desired.
4. Arts Ed: Have the class read the shortened version (attachment) in unison. Next divide the class into different voice groupings (attached document at the end which divided the poem into four sections) Give the ‘voice groups’ a few minutes to practice how they would like to share their sections or each group could share the entire poem in their group. Decide on criteria and expectations ahead of the group formation and sharing. Once the sharing has been done, provide feedback and have the students share again, making changes.

Other ideas to use in the task:

* 1. Add loud and soft dynamics
  2. Try different tempos, style, eg rap style, hip hop
  3. Add special effects
  4. Represent the feeling and sense of the stanza through movement and dance. Create a dance phrase of 8 beats. Repeat the phrase 4 times to create a dance sequence. OR Create 4 different dance phrases of 8 beats each and combine to form a dance sequence. In both cases, there will be a 32-beat “dance” sequence.
  5. Create and add sound to go with the stanzas. Could also add a sound over, with technology tools.

1. ELA component: Share with the classroom or another audience of interest. Wouldn’t it be neat to share with the author, David Bouchard as a Skype call or take a video and share that as a podcast or YouTube video to share.
2. ELA component: Create a representation of the poem through a Postcard. If should reflect the feelings and meanings that have been interpreted from the reading and listening of the poem.
3. ELA component: Create a poem adaptation to, “If You’re Not From…. (template attached)

A practice assignment could be to create a poem using the ideas the students generated in the opening activity. Students could create their own prairie poem modeled after “If You’re not from the Prairie”.

1. Visual Art component: explore the illustrations in the text and notice, colour, textures, mood, feelings. What is the purpose of the illustrations? What if any, is the message being captured through the illustrations?
   1. What colours are used to create feelings of wind, heat, cold,
   2. Mini lesson on colour wheel with a focus on warm and cool colours, neutral colours ( warm- oranges, red, yellows; Cool- blues, purples, greens; Wind- blacks, greys, white, brown)
   3. Which of the stanzas are best represented by these colours? What would you add or do different, and think about why?
   4. Look through the illustrations again and look carefully at the horizon, the colours the foreground and background. Choose one of the pictures from the book and sketch it. Once the sketch is complete trace a bold outline of the images with a ‘sharpie’. Use water colour paints to paint the picture. Choose one area of the painting to make stand out using a bright, bold colour.
2. Arts Ed. Dance: To interpret poetry through movement sequence, shape, space and actions
   1. The Sun Dance- this dance accompanies stanza B;
      1. Discuss summertime activities in the heat/sun. Look through the illustrations for examples too (camping, bon~~d~~ fires, park playing, swimming, splashing, slapping mosquitoes, outdoor games etc.) to come up with movement ideas.
      2. Put actions into an order. (Could use the elements of dance guide. ABCDE A – action; B – body base; C – spaCe; D – dynamics; E – rElationships. See Arts Ed wiki for detailed handout.
      3. Create the dance sequence to be 16 beats in lengths. (2 phrases of 8 beats)
      4. Develop props such as masks, streamers etc., to represent the sun.
   2. The Wind Dance (space)
      1. What is the wind like as you know it? What is shown in the illustrations?
      2. Wind blows gentle, strong gusts, kites can dip and dive, drifting, swirling, tumbling,
      3. How can you use wind in the space using pathways
      4. Create the movement into a 16 beat length.
      5. Use scarves, or ribbons etc. as props.
   3. The Snow Dance ( shapes and levels)
      1. Look through the images of snow from ideas from the stanzas.
      2. Sequence ideas using 16 beats as well. Some soft running, falling softly to make a covered rounded shape, has movement of falling to then eventually melting.
      3. Perhaps the use of a parachute or other props available to you.

**A1 voice one**

*If you’re not from the prairie,*

*You don’t know the sun,*

*You can’t know the sun.*

***B- voice two***

Diamonds that bounce off the crisp Winter snow,

Warm waters in dugouts and lakes that we know,

The sun is our friend from when we are young,

A child from the prairie is part of the sun.

**A1 voice one**

If you’re not from the prairie,

You don’t know the sun,

**A2- voice one**

If you’re not from the prairie,

You don’t know the wind,

You can’t know the wind.

**C- Voice three**

Our cold winds of Winter cut right to the core,

Hot summer wind devils can blow down the door.

As children we know when we play the game

The wind will be there, yet we play just the same.

**A2 voice one**

If you’re not from the prairie,

You don’t know the wind.

**A3 voice one**

So you’re not from the prairie,

And yet you know snow.

You think you know snow?

**D- Voice four**

Blizzards bring danger, as legends have told,

In deep drifts we rough house, ignoring the cold.

At times we look out at great seas of white,

So bright is the sun that we squeeze our eyes tight.

**A3 voice one**

If you’re not from the prairie,

You don’t know the snow.

**If You’re Not From…**

If you’re not from\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(a place, location or situation)

You don’t know\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(a unique quality of that place, location or situation)

You can’t know\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(repeat the unique quality of that place, location or situation)

(a line describing the unique quality of the place, location or situation)

(a line describing the unique quality – rhymes with the line above)

(a line describing the unique quality of the place, location or situation)

(a line describing the unique quality- rhymes with the line above)

If you’re not from\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(a place, location or situation)

You don’t know \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(a unique quality of that place, location or situation)

*Note: There are samples on line of student work that have used this template to create new text.*